

Teachers' Strategy For Teaching English In Indonesia During Pandemic Era: A Literature Review

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Abstract

The Covid-19 pandemic has significantly impacted the field of education, forcing teachers to adapt their teaching strategies to the new online learning environment. This shift has presented unique challenges for teachers, requiring them to find effective strategies that suit the remote teaching context. The objective of this research is to provide a comprehensive description of the strategies employed by teachers during the pandemic period, specifically between the year 2020 until 2022. The systematic review method was employed to gather and analyze relevant research studies, allowing for a comprehensive synthesis of the available literature on teachers' strategies during the pandemic era. This method involves systematically searching and critically evaluating published studies to identify key findings and trends in the field. The findings from the research indicate that three strategies, namely Collaborative Learning, Flipped Classroom, and Scaffolding, emerged as the most frequently employed by teachers during the pandemic. The findings provide valuable insights for teachers seeking effective strategies to enhance their online teaching practices. As the education landscape continues to evolve, the knowledge gained from this research can inform and guide teachers in their instructional decision-making, ultimately improving the quality of English language education in online learning environments.

Keywords: Teaching Strategy; Teaching English; Online learning

Introduction

The COVID-19 pandemic has had various effects in the world of education, especially in early 2020, which caused almost all educational institutions in Indonesia (and also all over the world) to carry out learning activities from home. This quick phenomenon followed various innovations and improvisations so that the teaching and learning process could continue to run and keep students' learning motivation increased, both for lecturers and students. Especially in higher education, which has different specifications compared to elementary and

secondary schools, The response to online learning makes it more difficult for lecturers to improvise the teaching and learning process (Wicaksono, Lubis, Suprpto, Khasanah, & Ulimaz, 2021).

This can happen because students in universities, unlike students at the elementary and secondary levels, come from outside the city, so it requires a different approach (Hermanto, 2022). On the other hand, lecturers must also respond quickly to these conditions that occur in pandemic times by doing innovation and improvisation in accordance with the field of science or practical courses they teach. Especially for courses that include practicum activities or motor motoricactivities. A quick response is urgently needed to solve the problem.

The government decides to choose a distance and online learning policy, and students can study even in a state of social distancing (Hermanto, 2022). Moreover, the impact of COVID-19 on the education sector is limited opportunity for education resulting from school shutdowns, "incomplete" learning due to online learning activities, and health issues. This pandemic presents a challenge for all education units to continue to provide optimal service to their students. Some education units are not able to face this challenge, and the impact on the teaching and learning process is not carried out properly (Rulandari, 2020). In this pandemic, teachers play an important role in maintaining the students' motivation and helping them understand the material in a limited situation.

The implementation of distance learning is not completely running smoothly. A study stated that several obstacles were encountered during the implementation of distance learning. Problems that arise during distance learning are caused by the uneven readiness of all parties to the learning transition due to the COVID-19 pandemic. In distance learning, there are several problems, namely the lack of student comfort, low digital literacy skills, the fact that students have not been able to adapt to the new learning system, and the lack of adequate learning tools. The lack of availability of supporting costs, the difficulty of students understanding the learning materials, and the low motivation of students to learn.

In this situation, teachers need to adapt with online learning. They have to make their students understand about the material and comfortable even though this situatuion is new for them, teachers and students. In this situation, teachers can use different strategy to make it easier for them to know what kind of strategy that suitable for their students.

For example, the implementation of PBL in the pandemic period also considers that many students who are outside the city (mostly from outer Java Island, which has trouble with internet technology), especially in rural areas, are unable to hold face-to-face activities online with stable internet speeds(Wicaksono, Lubis, Suprpto, Khasanah, & Ulimaz, 2021). By combining PBL with collaborative learning, teachers provide students with opportunities to work together on meaningful projects, fostering teamwork, critical thinking, and problem-solving skills. While it is possible that some students and teachers may initially be unfamiliar with or hesitant about this strategy, the use of PBL and collaborative learning has

shown improvements in student activity levels and overall engagement (Wicaksono, Lubis, Suprpto, Khasanah, & Ulimaz, 2021).

From all of the explanations above, the researcher wants to explain the strategy that was used by teachers in Indonesia during the pandemic era. The researcher also expects that this article can be used by other researchers, teachers, and students.

Literature Review

Teaching Strategy

According to Nilsen and Albertalli (2002), teaching is the process through which a teacher guides a student or a group of students toward a higher level of knowledge or skill. Teaching is described as actively involving students in order to facilitate their understanding and application of knowledge, concepts, and methods. This process includes design, content selection, delivery, evaluation, and reflection. Students must participate in the learning process in order to be taught, which means they must actively contribute to the formation of knowledge. A teacher needs to be knowledgeable about the subject matter as well as how students learn and how to engage them in the learning process.

According to the description given above, a teaching strategy is a detailed plan developed by a teacher to help students succeed in their academic endeavors. A teaching strategy aids the instructor in utilizing techniques and materials to best advantage when pursuing specific objectives.

According to Antoni (2010), a teaching strategy refers to a comprehensive plan for a lesson or series of lessons, which encompasses the structure, anticipated learner conduct, and a delineation of the methods required to execute the strategy. The term "teaching strategy" pertains to the techniques employed by educators to facilitate the acquisition of lesson material and the attainment of subsequent academic objectives by students. Teaching strategies play a crucial role in facilitating the process of teaching and learning. Pedagogical approaches can aid educators in promoting student engagement, serving as a facilitator of the learning milieu, and mitigating disruptive conduct. In the context of facilitating learning, educators employ instructional techniques that involve the use of teaching aids. Conversely, in the context of promoting conducive learning environments, pedagogical strategies are employed to stimulate learners and engage them in the learning process.

Teaching English

Teaching is a teacher's primary duty. The definition of instruction is extremely intricate. According to Brown, "teaching" is demonstrating or assisting someone in learning how to do something, providing instructions, guiding in the study of something, imparting knowledge, and causing someone to know or understand" (Brown, 2000:7). Teaching entails imparting instruction, assisting students in acquiring knowledge, and ensuring that they comprehend it. Brown provides a different definition of teaching because it interacts with learning and cannot be defined independently of learning. According to him, "teaching is guiding,

facilitating, and learning, enabling the learners to learn, and setting the conditions for learning". These definitions imply that in the teaching process, the teacher not only provides learners with the necessary information for their comprehension, but also guides, motivates, and counsels them.

The teacher is a crucial component of the teaching and learning process because the success of the teaching and learning process depends on the teacher's performance. In actuality, a teacher is expected to have high instructional standards.

Online Learning

Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019)

In online learning technology, all teaching and learning processes in the classroom are done live. Still, virtual means that a teacher teaches in front of a computer in one place, while students follow the lesson from other computers in a different location. Course material can be obtained free of charge in files downloaded. At the same time, interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

The description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools. Therefore, the construction of a virtual institution must provide more or less the same results as the aspiration to establish a traditional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

Method

This research is qualitative research with a literature review that discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. This research analyzes about 30 articles related to strategies used by teachers during online learning due to the pandemic. The researcher uses this method to review and identify articles. The researcher focuses in articles that written by Indonesian researcher. The researcher gathered articles from 2020 to 2022 with the keyword pandemic, online learning, strategy, and a mix of them. After that, the researcher analyzes and makes a list of what strategies that mostly used by the teachers.

Findings

The data below shows that a large portion of the studies—15 articles stated that collaborative learning is used the most in the pandemic era. The articles that represent are from Fiorentya and Evi (2021), GAT, Edi, Dezie and Wibowo, (2021), Abulhassan and Fatima (2021).

Next, 10 articles showed that teachers used flipped classrooms. The articles that represent are from Harida, Jufrizal, Rambe (2022), Nursyahdiyah, Dalimunte, Daulay (2022), Putri, Hakim, Wahyudin, Fitriyana (2022), Astarilla, Warman (2021), Reflianto, Setyosari, Kuswandi, Widiati (2021).

The last five articles state that scaffolding was used by teachers during the pandemic. The articles that represent are from Aprilyani, Sriyanto (2021), Sylvia, Machdalena Vianty, Sitinjak (2022)

Table 1. The strategies that teachers used for teaching during the pandemic era.

Type of strategy	Number of Articles
Collaborative	15
Flipped Classroom	10
Scaffolding	5
Total	30

Discussion

The data shows that when teaching online during the pandemic, teachers primarily use collaborative learning. Collaborative learning is typically a procedure whereby students work in pairs or groups to complete a task by brainstorming, listening to peers, and sharing ideas. Based on social interactions, collaborative learning replicates students' active engagement in their studies (Abulhassan, 2021). In collaborative learning, where students take part as co-learners, group activities are used as a learning strategy. Peer tutoring is just one example of the diverse activities that fall under the category of group activities. Collaborative tools are programs that are used in online EFL classes to enhance the quality of online teaching and learning. For these activities to be successful, teachers need to provide direction and encourage student interaction.

Similar to this, Fiorentya (2021) investigates the benefits of online collaborative learning during the pandemic based on students' viewpoints. Students who use online collaborative learning during the pandemic from English Language Education in Yogyakarta participate in this research, and six students meet the criteria of this research. The result of this research shows that the researcher found three findings to discuss about the benefits of online collaborative learning. Students can get time and place flexibilities; they can also develop their technology knowledge; and they can learn their socio-emotional skills.

The researcher also finds several tools that students often use for online collaborative learning. There are Google Docs, Google Classroom, and WhatsApp. She also explains that students can improve the way they conduct online collaborative learning during the pandemic. Secondly, teachers have to control the students well during online collaborative learning during the pandemic. The teacher is the facilitator for the students because students will get a lot of sources by using online

learning, so it prevents students from being confused about the material for online group discussion.

Edi (2021) also conducts research on the use of collaborative learning for online learning during the pandemic. He elaborates on the influence of online learning on students' academic achievement by using collaborative learning. 351 respondents from 13 (thirteen) private higher education institutions, known as STMIK, in Indonesia participate as samples in the proportionate stratified random sampling method. The researcher uses Google Forms, which were analyzed in the Structural Equation Modeling (SEM) model and then processed in the Analysis of Moment Structure (AMOS).

The result shows that online learning toward collaborative learning has a positive and significant effect on students' academic achievement. Online learning has been linked to the improvement of collaborative learning practices. Students can engage in active engagement with friends and lecturers in an online learning environment. However, the online learning activities provided relatively little value to students' academic achievement.

With online learning, students can effectively conduct their independent studies and access materials from various sources. This practice cannot be managed in a single performance; it has to be completed by a peer group. He also states that the online learning mediated in the collaborative learning scheme positively and significantly contributed to the remarkable achievement of students' academic achievement. Therefore, it is necessary for universities these days to manage teaching methods to develop students' interest in the environment of collaborative learning.

Flipped classrooms also gains popularity as an alternate teaching technique as a result of the growing implications of online learning. In a regular classroom, lectures are used to teach new material, and homework gives students the opportunity to practice what they have learned. On the other hand, in a flipped classroom, teacher use technology to access knowledge prior to class. In this method, the instructor gives EFL students video recordings of the lessons to watch at home to better comprehend the subject. They could keep watching the movie until they understood the idea. The students then complete the homework and other exercises in class (online) with their classmates and the teacher. As a result, the instructor acts as a mentor, encouraging students to take an active role in the learning process. With the use of technology, practices that are generally carried out in class are converted into at-home assignments using this method.

Eka (2022) elaborates on how flipped classroom learning is a current issue in English language teaching in the pandemic era, as perceived by lecturers. Eight lecturers from the English Program (TBI) in Tarbiyah and the Teacher Training Faculty (FTIK) of the State Institute for Islamic Studies (IAIN) in Padangsidempuan participate in this research. The research also uses questionnaires and interviews to collect the data. The result of this research shows that all lecturers who have been chosen as participants in this research state that they are ready to face the technological era in education. When many English teachers and lecturers rejected

using digitalization, the English lecturers at IAIN Padangsidimpuan are ready to face it. They have a positive perception of flipped classroom learning in the pandemic era. They are also ready to implement it in their teaching and learning processes, combined with various other learning models. Most of the lecturers agreed that FCL can be applied to English teaching at a higher level.

The researcher also finds that this kind of learning can apply to English language teaching. The English lecturers can engage in any collaboration and further experimental research or classroom action research to learn more about the effectiveness of FCL in English language teaching. So, the lecturers can see whether the FCL can improve the students' achievements or not. Even though only four English lecturers at IAIN Padangsidimpuan open themselves to the development of education and are ready to upgrade their technological literacy to support their learning, they agree with using the flipped classroom in the COVID-19 era for English teaching. They also have a positive perception of it.

In North Sumatera, Nursyahdiyah (2022) conducts research about the implementation of flipped classrooms in EFL reading during the COVID-19 pandemic: Indonesian EFL students' voices. The participants of this study are students in 10th grade that consist of 32 students at one Islamic Senior High School (Madrasah Aliyah Negeri) in North Sumatera. This study used a qualitative approach. Using a Google Form that students can access through the internet network, the researchers conducted a semi-structured interview and closed-ended questionnaire with the students. The result shows that the students thought the flipped classroom activities were beneficial to them.

The flipped classroom has been shown to benefit both students and instructors. Furthermore, it enables instructors to use ICT to meet the demands of the Fourth Industrial Revolution. Because the flipped classroom has already been demonstrated to be an effective strategy, the next step is to choose and provide appropriate content and platforms. Simply put, according to learners' perceptions of its implementation, the flipped classroom was a successful learning strategy for enhancing EFL students' reading skills.

The researcher also states that the participants feel that the activities in the flipped classroom are beneficial to them. The students feel they can discuss and explore the problem successfully. Because a flipped classroom uses two levels of learning: pre-class and in-class, this happens. As a result of the pre-class activities, students are prepared when they enter the classroom. Both instructor feedback and student feedback, according to the students, are beneficial to their reading skills.

We also know that flipped classrooms can be used by teachers or even lecturers because of their positive impact on students in college and senior high school. It shows that this kind of strategy is really adapted to students. Aside from that, teachers also play an important role in this type of strategy. The teacher can choose the most suitable media to support this strategy.

Another potential teaching method for EFL students is scaffolding, in addition to the methods just described. The act of gradually helping students toward better comprehension and, ultimately, greater independence in the learning process

is known as scaffolding (Dian Aprilyani, 2021). The advantages of this approach are numerous. It makes it simple for students to provide feedback, ask questions, and help their peers learn new things. Additionally, scaffolding encourages students' participation in their classes and learning activities. Through scaffolding that encourages students to move beyond their existing levels of knowledge and skill, learners take charge of their teaching and learning.

Dian Aprilyani and Widi Sriyanto (2021) conducts research about students' responses to the application of the scaffolding method in improving English reading digital text skills for a multimedia study program. A total of 135 students in four classes in the second semester of the State Polytechnic of Creative Media at Multimedia Engineering Technology study program participate in the study. The research focuses on the author's usage of the scaffolding approach for teaching reading in four classrooms at the polytechnic's Multimedia Engineering Technology Study Program. Information regarding the use of scaffolding methods and student responses to these approaches. The researchers collect data using a questionnaire. This study's questionnaire is using Google Forms. The result shows that the students have excellent responses to the application of the scaffolding method in improving their English reading digital text skills, which can be classified as excellent criteria.

By considering the students' scores in responding to each statement, the researchers also explain that the students' perception of the application of the scaffolding method in improving English reading digital text skills in four classes of the multimedia engineering study program at the State Polytechnic of Creative Media meets excellent criteria. It is shown that students have an excellent perception of and a high interest in the use of scaffolding as a method for improving reading digital text skills. From the students' positive responses in responding to the questionnaire statements about the application of the scaffolding method, they also suggest that the scaffolding might be used as a method in teaching English reading for the students so that they are more interested in learning and actively engaged, especially in the form of digital text.

On the other hand, Sylvia (2022) also elaborates on the scaffolding strategy. She states that scaffolding, in which teachers provide adaptive assistance to young learners, has been revealed to be effective in some studies. She conducts research about scaffolding online interaction: EYL teachers' perceptions and attitudes during the COVID-19 pandemic. She uses qualitative phenomenology research. The participants in this research are three English teachers at a primary school in Palembang. This school was selected because its curriculum gives priority to the use of technology, which is in line with the focus of this study. The data for this study were collected through observation, interviews, and field notes.

The result shows that scaffolding in online interactions is a form of teacher creativity in controlling, stimulating, and evaluating young learners to succeed in achieving learning goals and understanding materials through the use of the internet and technology because scaffolding itself is a form of teacher guidance that has been included in internet media as a symbol and source of exposure for children to meet. In addition, parents' participation is also crucial as part of collaborative learning in this online classroom interaction.

The school in this research uses the Zoom Meeting App to hold the online classroom interaction in English. Procedural scaffolding always occurs at the beginning of the lesson because this school takes serious steps to construct a suitable learning environment for young learners. EYL teachers from this school also claim that the most important thing to do to guide young learners into online lessons and make them love to learn online is to make the learning environment fun, enjoyable, and attractive for them.

In general, prior research has mostly concentrated on how students perceive and the efficiency of instruction in online EFL sessions during COVID-19. However, we have found a number of excellent teaching and learning strategies that have been used in online courses. Collaborative learning, flipped classrooms, and scaffolding have all been named as crucial techniques used during the COVID-19 lockdown era.

Conclusion

This review study aims to inform readers of the facts and efficient teaching methods used in COVID-19's EFL classes. The researcher discovers a few teaching and learning strategies after reading a number of recent studies. Among them, the collaborative approach appears to have the greatest impact on students' learning. Additionally, collaborative breakout classes can improve class performance by impacting students' academic achievement, boosting student engagement, and improving total class participation. In addition to these collaborative teaching methods, the flipped classroom also has impact to improve student learning and teaching effectiveness. As an alternative, scaffolding, another crucial tactic, also can be an alternative to be a successful way to raise students' overall performance and make the most of their abilities.

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